**Emerging Ensembles – High School Chorus**

**CREATE**

**Anchor Standard 1:** Generate and conceptualize artistic ideas and work

***Enduring Understanding*:** The creative ideas, concepts and feelings that influence musicians’ work emerge from a variety of sources

***Essential Questions*:** How do musicians generate creative ideas?

**Anchor Standard 2:** Organize and develop artistic ideas and work

***Enduring Understanding:*** Musicians’ creative choices are influenced by their expertise, context and expressive intent

***Essential Questions:***How do musicians make creative decisions?

**Anchor Standard 3:** Refine and complete artistic work

***Enduring Understanding*:** Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria

***Essential Questions*:** How do musicians improve the quality of their creative work?

***Enduring Understanding*:** Musicians’ presentation of creative work is the culmination of a process of creation and communication

***Essential Questions*:** When is creative work ready to share?

**High School Chorus – Proficient**

Cr1.1.E.Ia – Compose and improvise ideas for melodies, rhythmic passages and arrangements for a purpose (studied historical periods)

Cr2.1.E.Ia – select and develop draft melodies, rhythmic passages and arrangements that demonstrate understanding of historical periods studied

Cr2.1.E.Ib - preserve draft compositions and improvisations with notation or recordings

Cr3.1.E.Ia – evaluate and refine draft material on established criteria, including the extent of which identified purpose is addressed.

Cr3.2.E.Ia – Share developed melodies, rhythmic passages and arrangements, individually or as an ensemble, that address identified purpose

Students will demonstrate the ability to:

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| **Skills/Tasks** | **Assessment**  |
| Apply improvisation techniques to 2 melodies from different *historical* periods | MCA: Ensemble (proficient ) – Creating - Improvisation |
| Compose with specific guidelines (8 measures, based on phrases selected from a specific *historical* period) | MCA: Ensemble (proficient) – Creating  |
| Rehearse, revise, present and evaluate improvised and composed ideas | Formative through observation  |

**High School Chorus – Accomplished**

Cr1.1.E.IIa – compose and improvise ideas for arrangements, sections and short compositions for a purpose (studied cultures)

Cr2.1.E.IIa – select and develop arrangements, sections and short compositions that demonstrate studied cultures.

Cr2.1.E.IIb - preserve draft compositions and improvisations with notation audio or video recordings

Cr3.1.E.IIa – evaluate and refine draft materials on personally developed criteria and extend to which identified purpose is addressed.

Cr3.2.E.IIa – share developed arrangements, sections and short compositions, individually or as an ensemble, that address identified purpose

Students will demonstrate the ability to:

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| **Skills/Tasks** | **Assessment**  |
| Apply improvisation techniques to a piece with a *cultural connection* | MCA: Ensemble (accomplished) – Creating - Improvisation |
| Compose a re-imagined melody based on melodies and phrases of music from a chosen *cultural context* | MCA: Ensemble (accomplished) – Creating  |
| Rehearse, revise, present and evaluate improvised and composed ideas | Formative through observation  |

**PERFORM**

**Anchor Standard 4:** Select, analyze and interpret artistic work for presentation

***Enduring Understanding*:** Performers’ interest and knowledge of musical works, understanding of their own technical skill and the context for a performance influence the selection of repertoire

***Essential Questions*:** How do performers select repertoire?

***Enduring Understanding*:** Analyzing creators’ context and how they manipulate the elements of music provides insight into their intent and informs performance

***Essential Questions*:** How does understanding structure and context of musical works inform performance?

***Enduring Understanding*:** Performers make interpretive decisions based on their understanding of context and expressive intent

***Essential Questions*:** How do performers interpret musical works?

**Anchor Standard 5:** Develop and refine artistic techniques and work for presentation

***Enduring Understanding*:** To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria

***Essential Questions*:** How do musicians improve the quality of their performance?

**Anchor Standard 6:** Convey meaning through the presentation of artistic work

***Enduring Understanding*:** Musicians judge performance based on criteria that vary across time, place and cultures.

***Essential Questions*:** When is a performance judged ready to present?

How do context and the manner in which musical work is presented influence audience response?

**High School Chorus – Proficient**

Pr4.1.E.Ia – Explain criteria used to select a varied repertoire based on theoretical and structural characteristics of the music, skill of the group or individual and purpose or context of the performance.

Pr4.2.E.Ia – demonstrate through reading how compositional devices, theoretical and structural aspects of music impact and inform performance.

Pr4.3.E.Ia – demonstrate an understanding of context through performance.

Pr5.1.E.Ia – develop strategies to address expressive challenges and evaluate success using feedback from peers to refine performance.

Pr6.1.E.Ia – Demonstrate attention to technical accuracy and expressive qualities in performance representing diverse cultures, styles and genres.

Pr6.1.E.Ib – demonstrate understanding of expressive intent by connecting with an audience through performance.

Students will demonstrate the ability to:

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| **Skills/Tasks** | **Assessment**  |
| Explain chosen repertoire based on technical skill and makeup of ensemble as well as form and context | Formative through observation |
| Sing with proper vocal pedagogy (proper vocal production and posture) | Formative through observation  |
| Read and perform rhythmic and melodic notation, following a part in written music | Formative through observation  |
| Identify and perform written pitches and expression markings and symbols found in music | Department created formative (theory lessons)  |
| Identify major intervals  | Department created formative (theory lessons) |
| Sing in harmony (2-4 parts) | Formative through observation |
| Perform rounds (up to 8 parts) | Formative through observation  |
| Sight read simple pieces (in solfege and text) | Formative through observation  |
| Apply solfege syllables to written music | Formative through observation  |
| Perform repertoire in a variety of styles music (up to 5 difficulty as appropriate) demonstrating technical and expressive accuracy  | Concert performances  |
| Analyze, perform and evaluate a prepared solo piece  | MCA: Ensemble (HS proficient) - Perform  |
| Perform with balance, blend and expression | Formative through observation  |
| Reflect on performances with self and peer evaluations, using appropriate music terminology, orally and/or written to refine performance  | Concert evaluations  |
| Follow cues and gestures of the conductor | Formative through observation |
| Exhibit proper rehearsal and concert etiquette  | Formative through observation  |
| Create mood through performance with facial expressions and body language  | Formative through observation  |

**High School Chorus – Accomplished**

Pr4.1.E.IIa – Develop and apply criteria to select varied repertoire to study and perform based on understanding of theoretical and structural characteristics, expressive challenges, skill of the group or individual and purpose and context of the performance.

Pr4.2.E.IIa – Document and demonstrate, with reading, how compositional devices are used and theoretical and structural aspects may impact performances (prepared and improvised)

Pr4.3.E.IIa – demonstrate how understanding of the style, genre and context influences performances as well as performers’ technical skills to connect with the audience.

Pr5.1.E.IIa – develop and apply appropriate rehearsal strategies to address individual and ensemble challenges and evaluate success.

Pr6.1.E.IIa – demonstrate mastery of technical demands and understanding of expressive qualities in performance representing diverse cultures, styles, genres and historical periods.

Pr6.1.E.IIb – demonstrate understanding of intent as a means of connecting with an audience through performance.

In addition to HS proficient, students will demonstrate the ability to:

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| **Skills/Tasks** | **Assessment**  |
| Participate in RIMEA adjudications  | All State Auditions, solo and ensemble  |
| Analyze, perform and evaluate three prepared solo pieces  | MCA: Emerging ensemble – HS Accomplished  |

**RESPOND**

**Anchor Standard 7:** Perceive and analyze artistic work

***Enduring Understanding:***Individuals’ selection of musical works is influenced by their interests, experiences, understanding and purposes

***Essential Questions:*** How do individuals choose music to experience?

***Enduring Understanding:*** Response to music is informed by analyzing context (social, cultural and historical) and how creators and performers manipulate the elements of music

***Essential Questions:*** How do individuals choose music to experience?

**Anchor Standard 8:** Interpret intent and meaning in artistic work

***Enduring Understanding:*** Through their use of elements and structure of music, creators and performers provide clues to their expressive intent

***Essential Questions:*** How do we discern the musical creators’ and performers’ expressive intent?

**Anchor Standard 9:** Apply criteria to evaluate artistic work

***Enduring Understanding:*** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria

***Essential Questions:*** How do we judge the quality of musical work(s) and performance(s)?

**High School Chorus – Proficient**

Re7.1.E.Ia – Apply criteria to select music for specific purposes, supporting choices by citing music characteristics and connections to interest, purpose and context.

Re7.2.E.Ia – Explain how analysis of passages and understanding the way musical elements are manipulated inform response to music.

Re8.1.E.Ia – Explain and support interpretations of expressive intent and meaning of musical works, citing as evidence the treatment of elements of music, contexts, setting of text and personal research.

Re9.1.E.Ia – Evaluate works and performances based on personal and collaborative developed criteria, including analysis of structure and context.

Students will demonstrate the ability to:

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| **Skills/Tasks** | **Assessment**  |
| Identify characteristics of a variety of musical genres stylistically and historically  | Formative through observation |
| Identify, orally and/or in writing, the context, purpose, expressive elements and elements of music, with appropriate terminology, of musical performances | Formative through observation |
| Compare two recordings of the same piece of music | MCA: Ensemble – Responding  |
| Evaluate musical performances with appropriate criteria (vocal pedagogy and concert etiquette included) | Department created formative  |

**High School Chorus - Accomplished**

Re7.1.E.IIa – Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.

Re7.2.E.IIa – Explain how the analysis of structures and contexts inform response to music.

Re8.1.E.IIa – Support interpretations of expressive intent and meaning of musical works citing as evidence the treatment of elements of music, context, setting of text and varied researched sources.

Re9.1.E.IIa – Evaluate works and performances based on research as well as personal and collaborative developed criteria, including analysis and interpretation of structure and context.

Students will demonstrate the ability to (in addition to HS proficient):

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| **Skills/Tasks** | **Assessment** |
| Analyze structure and context of music selections | Formative through observation |
| Select two pieces of music in different genres and analyze and compare different recordings of those selected pieces | MCA: Ensemble (accomplished) – Responding |

**CONNECT**

**Anchor Standard 10:** Synthesize and relate knowledge and personal experiences to make art

***Enduring Understanding:*** Musicians connect their personal interests, experiences, ideas and knowledge to creating, performing and responding

***Essential Questions:*** How do musicians make meaningful connections to creating, performing and responding?

**Anchor Standard 11:** Relate artistic ideas and works with societal, cultural and historical context to deepen understanding

***Enduring Understanding:*** Understanding connections to varied contexts and daily life enhances musicians’ creating, performing and responding

***Essential Questions:*** How do the other arts, other disciplines, contexts and daily life inform creating, performing and responding to music?

**All levels – High School Chorus**

Cn.10.0.E (all levels) – Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

Cn11.0.E (all levels) – Demonstrate understanding of relationships between music and the others arts, disciplines, varied contexts and daily life

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| **Skills/Tasks** | **Assessment**  |
| Connect music with prior knowledge and experiences  | Formative through observation |
| Demonstrate meaning and context of music as it relates to other cultures and disciplines | Formative through observation  |
| Rhythmic and melodic dictation  | Department created formative  |